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## GERMAN

Scheffel's *Der Trompeter von Säckingen*. Edited, with Introduction, Notes, Vocabulary, and Repetitional Exercises, by HERBERT C. SANBORN. Boston: Ginn & Co., 1906. Pp. xxvi+590. Illustrated. \$0.90.

Goethe's *Iphiginie auf Tauris*. Edited, with Introduction, Notes, Repetitional Exercises, and Vocabulary, by PHILIP SCHUYLER ALLEN. Boston: Ginn & Co., 1906. Pp. xlii+218. \$0.50.

*A German Science Reader*. With Notes and Vocabulary. By WILLIAM H. WAIT. New York: The Macmillan Co., 1907. Pp. ix+321. \$1.

## SPANISH

Alarcón's *Novelas Cortas*. Edited, with Notes, Exercises, and Vocabulary, by WILLIAM FREDERIC GIESE. Boston: Ginn & Co., 1906. Pp. 234. \$0.90.

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NOTES

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Dr. George R. Parkin, agent of the Rhodes Scholarship Trust, writes: "I hear from Oxford that the average work done this time has been higher than ever before, and the proportion of the candidates who have passed the examination is greater. . . . From communications I have had with many of the states I am satisfied that an appreciation of the advantages to be gained from the scholarships is steadily growing. I was informed from several states that the candidates undergoing examination were among the best that the state could produce."

The following is a list of the candidates for the Rhodes Scholarships who have passed the Responsions Examination of the University of Oxford in the recent examination held throughout the United States. Out of 215 candidates, 138 passed this qualifying test; the remainder failed to satisfy the examiners.

Candidates who have passed the examinations in previous years are eligible for election in competition with those whose names are now given, provided they fulfil the other conditions of eligibility—as stated in the regulations of the Trust.

Candidates who have passed should now forward to the chairman of the Committee of Selection in each state such credentials and testimonials as will be helpful to the committee in selecting the scholars for the present year. The election is to be completed in each state and the name of the successful competitor notified to the Trust before April 15. Elected scholars enter into residence at Oxford in October, 1907.

G. R. PARKIN

McGILL UNIVERSITY, MONTREAL

February, 1907

Alabama—J. J. Rodgers, A. White.  
 Arizona—None.  
 Arkansas—M. L. Caldwell, J. J. James, C. A. Keith.  
 California—H. A. Clarke, C. S. Forncrook, B. H. Jones, H. B. Thomas.  
 Colorado—Fred D. Anderson, A. S. Chenoweth, D. S. Tucker.  
 Connecticut—H. F. Bishop.  
 Delaware—H. G. Cochran, C. A. Southerland.  
 Florida—B. Blackman, W. T. Stockton.  
 Georgia—Dudley B. Anderson, N. A. Goodyear, R. P. Walker.  
 Idaho—B. D. Mudgett, McK. F. Morrow.  
 Illinois—Lee R. Blohm, C. W. David, H. J. Gee, J. J. Lynch, D. E. Murphy,  
     B. Tomlinson.  
 Indiana—I. Osborne.  
 Iowa—R. W. Clack, J. W. Woodrow.  
 Kansas—Warren A. Ault, C. S. Braden, F. B. Bristow, L. E. Urner.  
 Kentucky—G. W. Campbell, W. S. Hamilton, W. Stuart.  
 Louisiana—J. H. Jackson, C. F. Zeek.  
 Maine—L. Bonney, H. M. Ellis, W. C. Jordan, B. F. Keith.  
 Maryland—W. N. Doub, W. D. Wallis.  
 Massachusetts—C. Benton, C. H. Haring, F. Livesey, A. LeR. Locke, R. W.  
     Rosenberg, C. A. Wilson, B. M. Woodbridge.  
 Michigan—L. C. Hull.

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 Missouri—W. Cross, W. E. Dandy, M. B. Giffen, L. D. Jennings.  
 Montana—J. R. Thomas.  
 Nebraska—S. M. Rinaker, J. E. Smith, H. A. Whitehorn.  
 Nevada—A. L. St. Clair.  
 New Hampshire—D. W. Heistand, J. R. McLane.  
 New Jersey—S. A. Devan, W. Elsing, R. H. Hansl, D. G. Herring, J. A. Muller, P. K. Rogers, P. L. Urban, E. W. Walker.  
 New Mexico—None.  
 New York—B. Campbell, C. J. Costello, C. D. Heaton, F. P. Lyons, L. K. Richardson, R. M. Scoon.  
 North Carolina—B. R. Lacy.  
 North Dakota—G. R. Vowles.  
 Ohio—R. Burroughs, D. P. Handyside, A. J. W. Horst, L. E. Myers, S. T. Wing.  
 Oklahoma—J. T. Brooke, E. W. Burgess, E. K. Kline, W. C. Mongold.  
 Oregon—C. B. Hamble, L. M. Johnson, W. W. Johnson, C. K. Lyans, E. J. Winans.  
 Pennsylvania—M. A. Dickie, W. L. Hemphill, E. T. Horn, A. P. Kelso, C. J. Ruch, G. Wanger.  
 Rhode Island—Z. Chafee, R. N. Dennett, G. Hurley.

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## Ginn & Company, Publishers

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 Utah—R. W. Hartley.  
 Vermont—J. M. D. Olmstead, C. C. Wilson.  
 Virginia—G. W. Cahoon, A. P. Gray, N. D. Smithson.  
 Washington—S. H. Blalock, F. J. McArdle.  
 West Virginia—R. P. Strickler.  
 Wisconsin—E. A. Hooton, P. A. Knowlton, T. J. McLernan, F. L. Schneider,  
 D. H. Stevens, A. B. West.  
 Wyoming—None.

The Supreme Court of Iowa has held that a rule of a school board forbidding pupils to play football under the auspices of the school is binding even during holiday time and away from the school ground.

In an article on "The Place of Athletics in Secondary Schools," in the *American Physical Education Review*, William Orr gives a discriminating statement concerning the amount and kinds of exercise suited to the different ages and sexes. He maintains the need of close personal supervision, and urges that, although the youth's craving for athletics proves their general utility, yet, "especially during the first two years of high school, there is grave danger from overexertion" in some forms of contest. As far as girls' athletics are concerned, Mr. Orr would not allow contests between rival schools, urging that the intensity of excitement is psychically as well as physiologically injurious.

"More than one-half million dollars a year," says the *Educational Exchange* of Alabama. "The present legislature has been generous to the schools beyond the expectation of the most sanguine friends of education." And this is not counting increased appropriations to the university, and several other large items.

The *School World*, of London, comments very critically in its last number on the percentage of women teachers in American public schools. Figures given for some of the larger cities (cities are found to be worse than more rural communities in this respect) are:

	Male Teachers	Female Teachers
Boston.....	283	1,997
New York.....	1,166	11,408
Chicago.....	301	5,015
Philadelphia.....	187	3,503

The article concludes with a sarcastic comment on the teaching of "civics" by "a person who has no vote, no personal acquaintance with the workings of political institutions, and no interest in the political problems of the day."

Dr. G. Stanley Hall's article in the *Independent*, on "Play and Dancing for Adolescents," has been copied in the *Western School Journal* and is

receiving comments from many sources. It bids fair to lead to some practical consideration of the value of old-fashioned dances in public schools. Dr. Hall takes care to state that his statements have no reference to the waltz and the two-step, which he considers "wretched relics."

The report of the Massachusetts commission to investigate industrial education states that thousands of children waste the first two years after leaving grammar school and before finding occupation. Presumably they do not go to the high schools because they do not find them "practical" enough. This shows a decided opening for industrial education.

And now from England also comes a plea for the revival of the old country-dances, such as the morris dance, as a physical exercise and a training in graceful self-expression for school children. Mr. Cecil Sharp has made a systematic study of these dances, and the "water-rats" of London are to be collected on the playgrounds of the council schools and taught "the free self-development known to open-air children of earlier generations." This under the leadership of the "Guild of Play."

A reformation of the system of Latin pronunciation is under way in England. The Board of Education decrees a uniform usage, modeled after that approved by the Philological Societies of Oxford and Cambridge. This is to be rigidly enforced, in all secondary schools, especially in the younger classes, and should have an effect in making the English usage conform more nearly to that of other countries.

"The adjustment of high-school work to the needs of the community," as advocated by Dr. G. E. Myers in the last *Atlantic Educational Journal*, is going on in many places. In the high school at Colorado Springs unusual attention is given to geology and chemistry, because of the community's interest in the gold-mining near by. The Waterford High School, in a rural county of Pennsylvania, gives a four-year course in agriculture, in spite of the fact that its faculty is limited to three teachers. Special "trade high schools" in cities are another instance of this new movement in American education—a movement which is enormously rich in possibilities.